

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 14 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	10	7	17
K	8	20	28	7	10	16	26
1	10	11	21	8	8	9	17
2	5	11	16	9	0	0	0
3	6	15	21	10	0	0	0
4	5	11	16	11	0	0	0
5	11	12	23	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							185

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 3 % Asian
 2 % Black or African American
 3 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 90 % White
 2 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1.	185
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.081

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Croatian

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 6

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 11

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>12</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	75%	98%	96%	97%	96%
Teacher turnover rate	33%	9%	9%	9%	18%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily Teacher Attendance: Teacher attendance for 2008-2009 was 75% due to medical illness of the 4th grade teacher.

Teacher Turnover Rate: 2004-2005: 18% due to two teachers leaving for retirement and family circumstances. 2008-2009: Due to the elimination of two teaching positions, resulting in a teaching staff decrease from 11 to 9. In addition, one teacher left for another position in a public school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Saint Martha School is a holistic elementary (K-8) educational institution rooted in the Catholic Faith which serves students of diverse religious, ethnic, socio-economic, and cultural backgrounds. Visitors are quick to note the structured, safe, and welcoming attitude of the students, staff, and administration. The campus is located in a Connecticut suburb between Hartford and Springfield, Massachusetts. Acres of woods and two ponds offer wonderful opportunities for science exploration and experimentation. The school also boasts a complete science lab which enables weekly labs, including frog dissection in seventh grade.

The students thrive on a strong academic program where failure is not an option. Eighth grade students “adopt” kindergarten students in early October and work with them on a weekly basis to encourage good work habits and be good role models. Fifth grade students work with first grade students to assist with reading skills, while sixth grade students ally with third grade students for art work and projects. This encourages leadership and cooperation at an early age. The math curriculum offers pre-algebra and algebra for seventh and eighth grade students to better prepare them for high school classes. Saint Martha students consistently score above both the national and archdiocesan norms on the Iowa Test of Basic Skills(ITBS).

Respect for self and others is modeled at Saint Martha School. Monthly awards are presented to students who show acts of kindness, patience, responsibility, and other virtues. At an early age, students learn that they have the duty and responsibility to help their neighbor, whether that neighbor is down the street or on the other side of the world. The students are very proud that they were responsible for building six houses for six families in Haiti. Pictures of the families and their houses are displayed in the central hallway to remind the children that they have the power to change the world. The eighth grade class has sponsored a child in El Salvador for the last eight years by earning the money through summer employment. Through the Heifer International Project, the students worked to contribute an “ark” full of animals later distributed to less fortunate people to break the cycle of poverty. Throughout the year, the children respond with generosity to drives for the local food shelf and soup kitchen. Recently, a former graduate wrote to us from Peru. He told us that following his college years he felt drawn to help people in poverty who had no advocate. He created the Peruvian Educational Institution to provide educational experiences for those who would never have had the opportunity to attend school. He credited Saint Martha School for instilling the values of stewardship towards others at an early age.

Strong academic preparation, care, concern and responsibility for each other, coupled with a quest for social justice are the hallmarks of a Saint Martha student.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Students at Saint Martha School (SMS) in grades 3 through 7 are assessed yearly in March through use of the Iowa Test of Basic Skills (ITBS) Form A for mathematics, reading, and language arts. Additionally, students in grades 5 and 7 take science, social studies, and the Cognitive Abilities Test (CogAT). These tests, published and scored by the Riverside Publishing Company, are nationally normed and mandated by the Archdiocese of Hartford, CT. Students typically score in the top ten percent nationally as evidenced by the reported test results. Tests are administered to all students in classroom environments. There are no tested subgroups.

The average mean scale for the seventh grade class, the highest grade tested, reflects the 96th percentile in mathematics, and the 95th percentile in reading. The percentile equivalents of the average scale scores in national student norms are: mathematics - 78, reading - 80. All subtests in math for grade seven students with the exception of Computation (68th percentile) were above the 73rd percentile equivalent for 90th School Percentile and above the required 76th percentile for reading. Consequently, Saint Martha School meets the stated requirement for Blue Ribbon School application for 2009. Close examination of test scores for grade 7 students for the past five years shows consistent high performance. Total mathematics percentile scores for the last five years are 78, 76, 69, 76, and 81. Total reading percentile scores are 80, 77, 69, 76, and 79.

Percentile scores for all tested grades do not indicate significant gains or losses for any particular grade or subtest. An example is the third grade math score of 62nd percentile in Concepts/Estimation for 2006. The following year this same class earned 71st percentile in the same subtest. This may have been the result of first time testing for the third graders. It could also have resulted from teacher analyses of test results. Typically, teachers examine the test results of their current classroom and the upcoming classroom. Then classroom objectives are set to improve on weak test areas. Also teachers record the names of students with stanines of 1 to 3 in reading and mathematics. This grouping indicates students who are in jeopardy of failure and who should benefit from extra classroom intervention.

Scores in both reading and mathematics for all classes are consistently strong. For the past 5 years for the tested grades (3 to 7), subtest scores using school percentiles have been exemplary. Each listed subtest has a total of twenty-five scores. Listing them in groupings of 90th percentile, 80th percentile, 70th percentile, and 60th percentile gives evidence of the strength of the academic program at Saint Martha School. Reading Vocabulary finds 16 scores in the 90th percentile, 7 scores in the 80th percentile, and 2 scores in the 70th percentile. Reading Comprehension has 20 in the 90th percentile and 5 in the 80th percentile. Math Concepts/Estimation has 14 in the 90th percentile, 8 in the 80th percentile, 2 in the 70th percentile, and 1 in the 60th percentile. Math Problem Solving/Data has 20 in the 90th percentile and 5 in the 80th percentile. Lastly, Math Computation, which is not included in the Math Total or in any score that includes the Math Total, lists 12 in the 90th percentile, 10 in the 80th percentile, 1 in the 70th percentile, and 2 in the 60th percentile or below.

It is no accident that students perform well. The curriculum is demanding yet geared to successful accomplishment by the students. The administration, faculty, student body, and parents are all actively involved in the path to successful academic, social, and personal growth. Finally, the stable school population is an area of strength because it provides the students with a consistent, cohesive, and incrementally difficult curriculum.

2. Using Assessment Results:

Saint Martha School uses assessment data to understand and improve student and school performance in a number of ways. Each year teachers set a classroom goal based on a perceived weak area indicated on the Iowa Test of Basic Skills data results. For example a teacher might decide to work on vocabulary skills or perhaps an individual subtest area of vocabulary if that is noted as a weak area for the class. Another teacher might work on estimation in math to strengthen class skill in this area. In the past, when spelling and math computation were areas of concern for the entire school, these became school objectives. Teachers also record students who score with stanines of 1 to 3 as this grouping indicates those students who are in jeopardy of failure and should benefit from extra intervention. Individual student performance is monitored longitudinally to assess gains and losses to help teachers understand where and how to help students succeed.

ITBS tests are also consulted for classroom grouping. An example would be selection of those students in the sixth grade who will take regular math and those who will take pre-algebra. The scores are one marker used to help in the decision. Teachers participate in bimonthly professional development meetings where they have the opportunity to discuss curriculum review and planning and student progress. Lastly, ITBS test results are an area of consideration for eighth grade student placement in high schools. Current classroom teachers, high school guidance personnel, parents, and students are all involved in the discussion.

3. Communicating Assessment Results:

Student performance is shared with students, parents, and the community in various ways. When ITBS test results are first received, the principal investigates building, class, and individual scores. Next, the results are shared and discussed with the faculty. At this point strengths and weaknesses are noted. The faculty reviews the score presentation if needed (Grade Equivalent of Average SS, National Stanine of SS, Percentile Rank of Average SS for both National Student and School Norms) and share concerns, suggestions, and commendations.

Each student is presented with a Student Performance Sheet published by ITBS that uses percentile ranks. Included is a brief explanation noting strengths and weaknesses along with suggestions for improvement as needed. Teachers explain the results and answer student questions during class time. These reports are then sent home to parents with third quarter report cards. Teachers can be reached by parents for explanations if needed.

The school community and community at large are informed of results in a number of ways. A report is given at the School Board meeting. Student progress is noted in the Hartford Courant newspaper, the Saint Martha Church Bulletin, and the school website. Results are included in the Alumnae Newsletter, the monthly newsletter, and the Admission Packet for new students.

Parents are kept informed concerning school progress through weekly packets (a collection of student work for the week such as tests, quizzes, and work sheets), quarterly report cards, and midterm interim reports. A mandatory parent/teacher conference is held in November to discuss the first report card. Additional conferences are scheduled if needed. Each teacher lists homework assignments and upcoming events on his or her class website. Finally the school website lists a plethora of information including e-alerts and web addresses for contacting teachers.

4. Sharing Success:

Saint Martha School (SMS) has faculty members who are always willing to share their successes within the school community, the local schools, and the schools of the archdiocese. As a participating school of the Archdiocese of Hartford school network, the faculty attends and participates actively in professional development opportunities. During the past several years, some faculty members have been presenters at workshops for the Archdiocese, as well as for other Catholic schools in Enfield. The Archdiocese has encouraged the schools to develop professional learning communities, and these have been vehicles for faculty members to share their best practices with SMS teachers and with teachers in similar grades from other schools. In addition, as part of her activities as a member of several evaluation teams for New England Association of Schools and Colleges, one faculty member has had additional opportunities to share and learn from other members of evaluation teams.

The faculty will continue to utilize professional learning communities to share successes with other schools, will conduct workshops when there is a best practice or success to share, and will strive to find new methods to share successes. Certainly, using the communication tools afforded by the SMS website could be an avenue for sharing successes. The faculty will continue to share professional development days with other schools in Enfield as well as dialogue with faculty from those schools to share successes and learn new methods for improving the school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Archdiocese of Hartford standard-based curriculum provides quality education through a balanced focus on faith and academics. A strong academic program uses technology to provide students with the skills necessary to live in an ever changing world.

The religion program uses the *Loyola* series in the classroom to help the faith formation of the students. Religion at Saint Martha School, however, is far more than that. Since the church is centrally located in the school building, the students are able to participate in liturgical services such as First Friday Mass, monthly reconciliation, adoration, and prayer services. In addition, the school community lives the mission of service by participating in local, national, and global social justice projects.

The language arts program uses a spiral curriculum from grades kindergarten to eight to develop reading, writing, grammar, listening, and speaking skills. It begins with strong emphasis on phonics using the *Lively Letters* program in the primary grades and continues through the intermediate grades with emphasis on comprehension and vocabulary. In the junior high, there is a strong literature based program.

The social studies program introduces primary students to the concepts of neighborhoods and institutions. As students grow in their understanding of the world beyond their neighborhood, they study United States geography, history, and civics. During their junior high years, the emphasis is placed on world, ancient, and American history as well as world geography and cultures.

Mathematics focuses on computational skills, concepts, and problem solving. This will be more fully discussed in Question 3 of Part V.

The science program has a strong emphasis on experimentation. Many classes meet in the well-equipped science lab on a daily basis while others visit regularly. Students are exposed to earth, life, physical, and chemical science concepts in primary and intermediate grades, while the junior high classes concentrate on one area for an entire year. The school is blessed to have two ponds and a wooded area that are used as an outdoor laboratory.

Saint Martha School is in compliance with the foreign language requirements. Spanish instruction spans all grades with mainly oral instruction for grades K to 3. Grades 4 through 8 receive formal instruction from a native Spanish speaker. This instruction is expanded to include reading and writing. The junior high classes (6 to 8) receive 120 minutes of Spanish instruction weekly.

Fine arts includes music and art instruction in every class. Flutophones are taught as part of the third grade program. Starting with grade 4, students have the opportunity to learn an instrument with a CT Future Musicians, Inc. (FMI) certified instructor and/or participate in a choir program. In all grades, music appreciation is the focus of instruction. The primary grades have the service of a musician on a weekly basis in addition to classroom instruction. The art program introduces the students to

various media and techniques for producing a variety of art. Volunteers help the students create monthly seasonal craft projects.

Physical education is provided to each class on a weekly basis. While improving their physical condition, the students learn individual and team sports, cooperation, and sportsmanship.

Technology is not taught in isolation. The students practice and learn technology skills whenever appropriate during the course of the school day. Students have use of calculators, a computer lab with internet access, interactive white boards, and laptops. A computer with internet access is available in each classroom as well. Students often use technology to prepare Power Point presentations, research topics, and play simulations that integrate technology with the curriculum.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading curriculum at Saint Martha School differs at the primary, intermediate, and junior high levels. The primary grades (K-3) use the McGraw-Hill reading series as the core curriculum for guided reading and guided instruction. The *Debbie Miller Reading With Meaning* is incorporated to enable students to make connections, synthesize information, and to infer meaning. The phonics program utilizes *Lively Letters*, an innovative, clinically proven, multi-sensory, language based program that uses imagery and mnemonics. A non-English speaking student in first grade from Croatia has made remarkable gains with *Lively Letters* this year. Flexible grouping assists with individual needs and growth.

The intermediate grades (4-5) use a basal program by McGraw-Hill. The program concentrates on developing comprehension, vocabulary, and study skills by exposing the students to a variety of genre. Individual differences are addressed through the use of flexible grouping as needed, level books, and individual selection of trade books. The reading program is integrated with the language arts program. Children are taught to produce a variety of writing genre using process writing.

The junior high (6-8) reading program is literature based. At this point of instruction, the students are able to decode and comprehend. Also they are ready to move on to interpretation of author purpose, theme, tone, and a variety of literary elements. *Glencoe Literature* is used for all three grades ensuring continuity of instruction. The series has a comprehensive writing program covering a variety of styles including expository, persuasive, narrative, and research reports. In addition to the text, enrichment is provided with a variety of novels at each level. For example, historical fiction novels are provided to integrate history with literature. The seventh grade students read *Johnny Tremain* and *Across Five Aprils* to better understand the Revolutionary War and the Civil War.

3. Additional Curriculum Area:

The mathematics curriculum at Saint Martha School is designed to provide students with strong computation and problem solving skills to last a lifetime. At all grade levels, focused strands include geometric, statistical, and algebraic thinking. Further, technology is employed when appropriate to aid students in the discovery and advancement of their mathematics education.

Kindergarten students begin by learning the basic skills of number recognition and sense, shapes, and patterns, with a brief introduction to time and measurement. Students in grades 1 to 3 build on

these skills, learn the four basic operations, measurement, time, money, graphing, and basic fractions. At all times during this instruction, the application is made to problem solving skills.

In the intermediate grades, the knowledge gained previously is enhanced, and the computation skills are extended to the entire set of rational numbers. Once again, strong emphasis is placed on problem solving and real world application of the concepts. For example, students often apply their skills with decimals to stock market simulations, using newspapers, the internet, and graphing software.

By grade 7, students are offered the choice of math 7 or pre-algebra, depending on their skills and knowledge. In grade 8, math 7 students advance to pre-algebra, while pre-algebra students study algebra 1. These classes prepare them well for their first high school mathematics course. Once again, strong emphasis is placed on concepts, computation, and problem solving.

SMS is fortunate to have the assistance of several retired SMS teachers who donate their time and expertise to tutor students in need. They help students in several subject areas, including mathematics. Finally, the mathematics curriculum encompasses one of the school's mission statement tenants: "provide students with the skills necessary to live in an ever changing world." At SMS, math instruction is always focused on attaining that goal.

4. Instructional Methods:

Recognizing that students have differences in development, interest, and learning, Saint Martha School plans for these requirements. Academic, social, and psychological needs are formally discussed at the Monday morning teacher meetings; the bimonthly professional development meetings; and informally by concerned teachers as a need arises. Yearly, the curriculum is reviewed to ensure that Saint Martha School is meeting the standards and guidelines of the Office of Catholic Schools, and the academic program is also reviewed to determine whether it is improving and conforming to the school's written Five Year Curriculum Plan.

Teachers recognize differences in developmental levels of students. Classrooms are set up in the lower grades with many "centers" for student learning. There is flexible grouping in reading and math. Technology is used appropriately for different grade levels, with learning games for younger students and simulation and web quest activities for older students. There are also resource personnel to help children with developmental issues. An example of this is a Croatian first grade student who speaks very little English. A former teacher guides her language and academic progress.

Student learning is enhanced with instructional materials and equipment. Two computer labs, adequate classroom computers with internet access, TVs with DVDs and VCRs, portable laptops and projectors, interactive white boards, overheads, much software, manipulatives, and art supplies are adapted to meet the needs of different learning styles.

The curriculum in the junior high wing addresses diversity by including such topics as the Civil Rights Movement and the Holocaust. Student Council Social Justice Programs encourage students in all grades to consider other cultures and become aware of their responsibility to help by involvement. One such activity enticed the students to earn enough money to build six homes for families in Haiti.

5. Professional Development:

In order to give to others, one must first be instructed. At Saint Martha School professional development is of highest importance and everyone, including faculty, staff and principal, is involved in development.

Opportunities are available for the faculty to attend diocesan, town, and school meetings and workshops. Additionally, courses are offered for faculty to grow individually, thus encouraging sharing of new ideas with their peers and implementation of a variety of strategies. These endeavors support student learning and are aligned with content standards.

Monies for teacher professional development workshops are received from title grants and Home and School Association funds. For example, one primary faculty member attended a summer workshop on the phonics program *Lively Letters*. She returned to school and instructed the other primary teachers in the program. As a result, *Lively Letters* has been incorporated into the language arts program. Student performance has improved and the program is particularly helpful to an ESL student in Grade 1.

When Saint Martha School decided to expand its internet presence, teachers attended professional development workshops to learn how to create and maintain class websites. This provides enhancement and support to student learning and is another avenue of communication with the home. Both students and parents can access assignments at home, use web links posted by teachers, and contact teachers whenever needed.

The faculty is involved in monthly professional learning community activities. One example, *The Master Teacher*, has been a valuable tool in presenting the four pillars of professional learning: leadership, instructional strategies, assessment, and professional growth. These pillars offer the opportunity for teachers to open the lines of communication and share ideas, as well as, incorporate these ideas in their class planning.

6. School Leadership:

The principal is the guiding light of Saint Martha School, for she is the instructional and spiritual leader of the school community. She informs the parish administrator of all happenings that occur, either through weekly meetings, phone calls, or email.

Policies from the diocesan office are posted in the faculty room. Each teacher is issued a teacher and a parent/student handbook as additional sources of school policy.

Every Monday morning the faculty and principal meet for weekly morning prayers, an overview of the schedule, and important information for the week. Open communication is key at Saint Martha School.

The principal encourages discussion of policies, assessments, and evaluation of texts and programs to enhance student learning. Since a salaried art teacher is not within financial reach, the faculty decided to seek parent volunteers on a weekly or monthly basis. After an evaluation of the current geography texts and presentation of a new program, the 7th and 8th grade teachers and the principal decided to purchase new texts and materials.

The principal's policy is availability to ALL. This relationship is visible throughout the school community as her presence is noted at church, community, and school functions. She personally greets students by name and welcomes all visitors.

In August the principal meets with the staff to go over teacher goals, school goals, and other pertinent matters. She cues in on the students, going over ITBS results and Individual Educational Program (IEP) plans, recognizing strengths and weaknesses. She gives teachers suggestions to help their students achieve.

Saint Martha School is blessed to have a veteran principal who is dedicated, innovative, caring, and totally involved in her students and school community. Her vision for the 21st century is for the students to reach their potential in a happy and safe environment.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3317</u> K	<u>\$3317</u> 1st	<u>\$3317</u> 2nd	<u>\$3317</u> 3rd	<u>\$3317</u> 4th	<u>\$3317</u> 5th
<u>\$3317</u> 6th	<u>\$3317</u> 7th	<u>\$3317</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 2326 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 500
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
6 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
27 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	63	72	74	87
Number of students tested	18	29	13	24	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	71	77	82	80
Number of students tested	18	29	13	24	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	70	81	83	82
Number of students tested	20	14	24	17	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	81	78	78	82
Number of students tested	20	14	24	17	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	76	85	80	84
Number of students tested	20	25	17	22	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	73	85	79	82
Number of students tested	20	25	17	22	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	78	83	73	80
Number of students tested	24	16	23	19	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	81	77	70	70
Number of students tested	24	16	23	19	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	76	69	76	81
Number of students tested	18	24	21	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	77	69	76	79
Number of students tested	18	24	21	26	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: